# DfE ITT Core Content Framework Consultation summary of ARC Response

The attached document was produced by a working group of academic researchers, school and ITT practitioners, convened by the Attachment Research Community (ARC). It is intended to provide an evidence-based guide for trainee/early career teachers and their mentors in using the CCF to develop their capacity to support every child in the classroom by understanding their emotional, social and learning needs.

There is strong evidence, which we have set out in the document and below, for the efficacy of relational based approaches and, conversely, the negative consequences of over reliance on traditional behaviourist or ‘zero tolerance’ approaches. This is particularly relevant to the most vulnerable and disadvantaged pupils, but applies to all members of the school community – a number of studies have indicated the positive impact of such approaches on staff wellbeing, confidence and consequent improvements to learning overall (eg Gentle *et al.*, 2023).

A common misconception is that the adoption of relational approaches leads to a reduction in overall standards of behaviour and learning, but as Scales *et al.* (2020) indicate, on the basis of a wide study of US Middle Schools, such approaches need to be established alongside significant challenges to individuals, on their own terms, to be fully effective (see Parker, 2022).

In order to implement this guide we considered Teachers’ Standards 1, 5, 6, 7 and 8, taking the ‘Learn that’ statements as read. We produced new ‘Learn how to’ statements, linking these directly with published research. We produced a further set of statements describing how these might look in practice (see attached document). The evidence on which this guidance is based is set out against the recommendations, but is summarised below.

The evidence presented includes academic publications, policy documents and practitioner guides. It is deliberately intended to reflect a range of professional, theoretical and methodological perspectives, including meta-analyses (eg Roorda *et al*., 2017), clinical and Psychological studies (egAcar*et al*, 2022),Government policy reports (eg Timpson, 2019), autobiographical statements (eg Bentley, 2013) and more critical perspectives (eg Parker, 2022). The five-year Alex Timpson Trust funded project on Attachment Aware Schools at the Rees Centre, University of Oxford (Rees, 2022), covering over 300 schools, included survey data alongside more qualitative measures such as interviews, focus groups and training observations. The Bath Spa University Attachment Aware Schools project (Rose *et al.*, 2019; Gentle, 2023) adopted a similar mixed methods approach, ranging from detailed statistical analyses of Psychological models to interviews and participant diaries. We believe that this gives the body of evidence a much more rounded and credible basis than woild be gained from a single, limited methodology.

This evidence demonstrates that:

**Standard 1**

* Not all students share the same background and may experience school in a different way (Timpson, 2019)
* Close teacher-child relationships encourage pupil engagement and motivation (Acar *et al*., 2022; Ben-Gal Dahan and Mikulincer, 2021)
* Those who have experienced trauma may have difficulty in engaging with conventional ‘sanctions and award’ approaches to learning and discipline. Many commentators (Bergin and Bergin, 2009; O’Connor and Russell, 2004) estimate that this may affect between a third and a quarter of children in every classroom
* Children who have difficulties with mental health are particularly vulnerable to behaviourist/zero tolerance strategies and need relational approaches (Mulholland and Parker, 2022)
* Schools which are merely ‘caring’ do not impact on student performance, but those which combine caring approaches with robust and appropriate challenge do improve student engagement in learning (Scales *et al*., 2020; Stahl, 2021)
* Both the SEND Code of Practice (DfE and DoH, 2014) and the Ofsted Early Inspection Framework (2019) challenge the narrowing of the curriculum and encourage high expectations

**Standard 5 – adaptive teaching**

* There is a considerable literature as to how stereotyping of children limits their potential, for example, those with SEND **ref,** ethnic minorities (Strand and Lindorff, 2018) and those in care (Cameron *et al*., 2015; Become, 2018)
* Developments based on cognitive science can help improve learning (CAST, 2018)

**Standard 6 - assessment**

* There is a range of tools (eg Boxall) which can be used to identify areas for intervention, using an assess, plan, do, review cycle (Colley and Cooper, 2017)
* Teachers need to be sensitive to apparently minor issues (eg use of coloured paper or analogue clocks for students with Dyslexia) which can be hugely disruptive of learning for individuals (Parker, 2022)

**Standard 7 – behaviour**

* There is a need to consider alternatives to existing behaviourist and zero tolerance approaches to behaviour, recognising the damage to individuals which the latter causes (Parker *et al*., 2016)
* Strategies such as emotion coaching (Havighurst *et al*., 2021; Gilbert *et al*., 2021; Rose *et al.*, 2015; Wilson *et al*., 2013)*)* or nurture groups (Colley and Seymour, 2021) should be considered

**Standard 8 – wider professional responsibilities**

* Self-awareness , building effective relationships and self-reflection of professionals themselves are essential when working with children and young people (Dix, 2017)
* Positive and negative aspects of the teacher-pupil relationship were significantly associated with pupil engagement and achievement in both primary and secondary schools (i.e., negative aspects influenced engagement negatively and positive aspects had a positive impact). The association grew stronger in secondary school settings. (Roorda *et al.,* 2017)
* Phase 1 of the Bath Spa University Attachment Aware School (AAS) Project found pupils demonstrated significant improvements in reading, writing, and maths alongside significant reductions in sanctions and exclusions. Staff reported improvements in their own emotional regulation, self-control, and sense of wellbeing (Rose, *et al*., 2019). These findings were confirmed in the independent Oxford University Rees Centre evaluations of these projects, (Dingwall & Sebba, 2018; Fancourt & Sebba, 2018) and in the later Alex Timpson Attachment Aware School Project Working Papers (Rees, 2022)

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